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ABSTRACT

GRADES OR AGES: Kindergarten. SUBJECT MATTER: Reading. ORGANIZATION AND PHYSICAL APPEARANCE: The guide has five main sections; 1) comprehension skills; 2) attitudes and interests; 3) word recognition skills; 4) study skills; and 5) oral expression. Each section has sub-sections giving an overall description of the topic, a list of comprehension skills, activities, and one or more sample lessons. A brief final section deals with the kindergartener who can read. The guide is xeroxed and spiral bound, with a soft cover. OBJECTIVES AND ACTIVITIES: These are set out in the sections on desirable outcomes, as well as in the sample lessons. INSTRUCTIONAL MATERIALS: References to instructional materials are made in the text; there is no separate listing. STUDENT ASSESSMENT: No special provision is made. (MBM)

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KINDERGARTEN

GROWING WITH LANGUAGE

Laying Foundations for Reading

Bloomington Public Schools
1968

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BLOOMINGTON PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 271
BLOOMINGTON, MINNESOTA

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I. COMPREHENSION SKILLS

Reading is a process of getting meaning from symbols. Meaning is not inherent in the symbol; the reader must bring the meaning to the symbol. Symbols are substitutions. There are model (toy) symbols, language symbols, picture symbols and graphic symbols. The importance of any of these symbols is, not that you can see it, or say it, or feel it, or read it, or hear it, or write it, but that you understand the real thing or idea that the symbol represents.

Reading is not mere deciphering or word calling. Many of us can decipher the word "prophylactic," but how many of us can really read this symbol (bring meaning to it)? The problems of failing college students are not problems of inability to decipher words but inability to bring any depth or breadth of meaning to the symbol. The Bloomington Kindergarten program will stress the importance of vocabulary development, with depth and breadth of meaning, and critical thinking when reacting to all symbols, models, language, pictures, and printed symbols.

Each one of us reacts to any symbol in an unique way, depending on our own past experiences. We each have our own concepts which we bring to the symbol. Concepts are the residue of experiences.

By listening, questioning and observing, the teacher can assess children's concepts. Good teaching invariably concerns itself with conceptual understanding, for concepts are the ingredients for thinking. Children can be extremely glib; they can sound so knowledgeable. How many five year olds really understand what happened to Jack in "Jack and Jill?" How many know why the little teapot was called stout or what is the difference between stout and spout? In the fall of the year

a child may learn about good safety habits. If you asked later in the year what a habit is, he might say, "It means to be careful." The child will need many experiences with the concept of habits--eating habits, sleeping habits, work habits, the habits of animals--before he has a more accurate concept. A child may not understand the difference between smallest and youngest, particularly if he is the youngest and smallest in his family and has always heard himself referred to as both. He will need many experiences with time and size concepts to differentiate between youngest and smallest.

The kindergarten that emphasizes thinking, meaning and concept development will not only lay foundations for the 1st grade reading program, but will add to the ongoing process of concept development which is a life-long process.

A list of comprehension skills, activities, and sample lessons will follow.

I. DESIRABLE OUTCOMES IN COMPREHENSION SKILLS

The teacher plans experiences for the child to achieve the following objectives:

The child . . .

1. LEARNS WHAT NEW WORDS MEAN THROUGH CONTACT WITH NEW WORDS IN REAL OR VICARIOUS EXPERIENCES (field trips, movies, books, discussions, dramatic play, sharing time, records, television etc.)

- is encouraged to restate in his own words what he thinks the new word means

- is encouraged to think of still another way, or another way to relate the new word (for example, "huge" is big, large, giant-like, tremendous, tall, bigger than middle size, a lot bigger than small)

2. SENSES IMPORTANT IDEAS AND SUPPORTING DETAILS

- plans scenes for a mural

- plans a group dramatization

- retells story on flannel board

- tells news so the group can understand

3. RECALLS RELEVANT IDEAS

- can answer questions like, "Why do you think it ended like this?" "What was so important about this incident?"

- can recall the important step he took in a science experiment

- can give directions for game or activity to a child who was absent

4. THINKS AND RECALLS IDEAS IN SEQUENCE

- illustrates a story

- places Story Board pictures in right sequence

- uses See-quees puzzles

- describes steps in how to make a "magnet"

5. MAKES COMPARISONS, SENSES RELATIONSHIPS AND CLASSIFIES

- identify relationships
 - mother animal to baby animal (chick with hen, calf with cow etc.)
 - farm animals and their use (pig-ham, bacon, pork chops; hen-eggs; sheep-wool; etc.) (See song in Singing Time by Satis N. Coleman and Alice G. Thorn, page 34.)
- classify fruits and vegetables (for bulletin board, flannel board, baskets for table decorations, for game, for block grocery store, for food chart etc.)
- make a grocery store using empty cans, boxes, cartons from home. Make a freezer (out of blocks) for "frozen" fruit juices. Put the "fresh" fruit in open coolers. Put "canned" vegetables on shelf.
- compare seasons (Read A House of Four Seasons by Roger Duvoisin)
 - a tree in winter, spring, summer and fall
 - winter activities to summer activities
 - thermometer - where is the mercury on a winter day; on a summer day?
 - clothing - what type for each season?
 - etc. etc.

6. ANTICIPATES WHAT IS COMING NEXT

- creates endings to a story the teacher initiates
- enumerate reasons why a specific event occurred - use these reasons to predict what will happen next (in science experiment, in a story, in a social problem)

7. LISTENS TO STORIES AS THE TEACHER INTERPRETS THE MOOD AND INTENT OF THE AUTHOR

- dramatize simple stories or episodes as an expression of emotion or mood
- talk about words and how they make you feel (happy kitten, gay clown, the sad elephant, frightened girl, the boisterous boy)

I. SAMPLE LESSON TO ACHIEVE COMPREHENSION SKILLS

If your goal is to help a child LEARN WHAT NEW WORDS MEAN THROUGH
CONTACT WITH NEW WORDS

Play - Simon Says

- look like a huge, tremendous giant
- look like a tall, skinny, thin flower box
- look like a teeny, tiny insect that can only be seen through a magnifying glass
- look like a frightened, fearful child who is lost in the department store
- look like the gay, jolly Santa Claus
- look like a plump, fat elf
- clap your hands as many times as you have fingers on one hand
- walk forward (backward, sideways) three steps
- put your hands over (under, beside, in front, behind, in back, on top) of your shoes

At roll call time (after developing the meaning of opposites) ask the child to respond to his name by giving you the opposite:

cold-hot	boy-girl	winter-summer
tall-short	old-young	ice skating-roller skating
fat-skinny	man-woman	snowsuit-sunsuit
big-little	grandfather-grandmother	making a making a
in-out	aunt-uncle	snow fort-sand castle
up-down	niece-nephew	puppy-dog
many-few	sour-sweet	kitten-cat
Mother-Father	smooth-rough	calf-cow
Mom-Dad	soft-hard	over-under
Mommy-Daddy	laughing-crying	inside-outside
sad-happy	kind-mean	door-window
morning-evening	salt-pepper	walking-running
day-night	thin-thick	wide-narrow

At singing time have child dramatize part of song.

- how turkey struts
- stout little teapot
- lonely pine tree, swaying in the cold wind
- gay pumpkin

At work time paint, or draw, or cut and paste to illustrate a part of a song, or poem or story.

- speckled frog
- miniature castle
- fragile egg

At story time have a child pantomime part of the story.

- show us how Peter walked to make tracks in the snow that looked like a penguin walking

On the neighborhood walk

- hug the tree to feel the size - huge, tremendous, large
small, thin, skinny
- rub the bark to feel the texture (which is smoother, the birch bark or oak bark?)
- crumple the leaves
- smell the fragrance of the mint leaves
- taste the pitch of the pine tree

After a field trip, discuss new words used. Mr. Chadwich called parts of his farm the--

- pumpkin patch
- pumpkin crop
- pumpkin field
- another pumpkin patch on the other side of the meadow of hay

Before a movie or TV lesson prepare group for new terms that may be introduced. Evaluate after viewing by having children state in their own words what is meant by:

- more magnetic power
- responsibility for your pet
- etc.

I. SAMPLE LESSON TO ACHIEVE COMPREHENSION SKILLS

If your goal is to help a child ANTICIPATE WHAT IS COMING NEXT . . .

Read a story to the children ; for example, Sandy and the Seventeen Balloons by Jane Thayer.

When the climax of the story is reached, stop reading and let the children predict how Sandy will get down from the high ceiling.

"If you were holding onto seventeen balloons and had floated up to the high ceiling of a department store, how would you get down?"

Tell the children the book will be on the library table during work period. They may "read" the pictures to see how Sandy gets down.

At storytime, review earlier predictions; then discuss what the children learned as they "read" the pictures. Finish reading the book to them and compare the author's ending with the anticipated outcomes.

A kindergarten child who has attended school for a period of time begins to anticipate the next activity in the daily program. Because he knows there is always a sharing time (news or show and tell) he anticipates sharing his news (he may be planning it the night before). Or after a lively and engaging social studies discussion about airplanes, the child can anticipate a related rhythm activity (the airplane engine warming up, ready for take-off, flying high, flying lower and slower for landing); he may anticipate using the small blocks to make an airport; he may hope to build an airplane on the workbench.

After the child has been in kindergarten for several months he anticipates going to the library for new books, he expects a movie to arrive (even can make an intelligent guess as to it's content), or he anticipates planning the bulletin board when a new interest is initiated.

When reading a story or poem, the teacher creates anticipation for the next event or word by hesitating or slowing down the pace, by looking quizzically at the children, or by asking a question directly.

I. SAMPLE LESSON TO ACHIEVE COMPREHENSION SKILLS

If your goal is to help a child THINK AND RECALL IDEAS IN SEQUENTIAL ORDER . . .

Review the activities of your winter bird study. After the children have finished making a bird feeder (rolled pine cones in rendered suet, then in pan of seeds) stimulate recall with a question like: "I wonder where your pine cone came from. Where did its life begin?"

Let the children recall all that happened to the pine cones. As children contribute the sequence, sketch a drawing, make a picture chart, or build a flannel board picture of . . .

Pine cones come from pine trees.
Pine cones fell to the ground in the fall.
Children found them and brought them to school.
Pine cones were put on the science shelf in a box of
 big pine cones,
 middle-sized pine cones, or
 small pine cones.

The cones were painted and hung on a tree.
The cones were taken off the tree and returned to the
 "right" boxes.

Someone filled the pine cones with suet.
We rolled the pine cones in seeds.
We put our pine cones outdoors for the winter birds.

"Read" the picture chart that was built during the discussion.

As an extended experience, have the children imagine what might happen to the pine cone treat after it is hung on a tree outdoors. Tell the story to the group.

What would the tree think or feel? (imaginative)
Do you think a bird might discover the pine cone treat?
What will the bird think?
What really did happen to your pine cone treat?

Tell stories into the tape recorder microphone and listen to them with the group.

II. ATTITUDES AND INTERESTS

One of the goals of any instructional program in reading is an affirmative answer to the question, "Do you read?" Once an individual can answer "yes" to "Can you read?" then "Do you read?" becomes a more meaningful question. The question connotes a value judgment will be made on the importance of reading, and the satisfaction derived from reading. The question suggests that there needs to be a desire and an appreciation for what is read.

The kindergarten program must foster for the child a positive attitude toward books as a source of pleasure to satisfy interests. Children will turn again and again to books which they find exciting; what a powerful motivation to develop the desire to read!

Story time is important from the teacher's viewpoint as a time to broaden a child's thinking horizons. But story time may be even more important to the child as just a time to listen to something that is interesting or fun or musical. The teacher who takes time to prepare the presentation of a story or poem is well rewarded when young faces light up in a response of joy, compassion, skepticism, wonder, or any other feeling that is in the child's "feeling capacity." The most satisfying experience for both the teacher and children may be when the teacher thinks so much of a story or poem that it can be told without the book! The next day the room library may be full of children all looking for the story in the book the teacher didn't use! A poetry book should be constantly within a teacher's reach, as an appropriate poem used at the right moment is a means of heightening or reinforcing a child's thinking and feeling.

A child's personal interest can influence the program and thereby

reinforce his own interest while he is sharing it with the group. The kindergarten that both influences and is influenced by personal interests will do much in helping children develop deeper and more varied interests. As interests are developed through the use of books, the desire to read and appreciation for the importance of reading develop.

A list of attitude and interest goals, activities and sample lessons will follow.

II. DESIRABLE OUTCOMES IN ATTITUDES AND INTERESTS

The teacher plans experiences for the child to achieve the following objectives:

The child . . .

1. IS AWARE THAT HIS THOUGHTS CAN BE RECORDED IN SYMBOLS

- dictates his story for his picture
- dictates letter to a child who is absent
- dictates invitation to another room
- dictates for an experience chart of field trip

2. LISTENS TO STORIES AND POEMS WITH ENJOYMENT

- shares reactions to a story, to the plot, to the roles of the characters
- pantomimes his favorite character in story
- participates in puppet show
- uses flannel board to retell story

3. CHOOSES BOOKS TO SATISFY HIS INTELLECTUAL CURIOSITY

- selects books to be read that particularly appeal to him
- brings books from home
- has time to "read" a book (pictures and/or graphic symbols as a choice activity)

4. HAS POSITIVE FEELINGS ABOUT HIMSELF AND HIS GROWING ABILITY TO ATTACH MEANING TO WRITTEN SYMBOLS

- feels successful about his ability to recognize his name on papers, rugs, boots, mittens
- interprets bulletin board titles in relation to display
- uses a name sign when a block structure becomes a commercial building

5. BECOMES FAMILIAR WITH MANY DIFFERENT KINDS OF LITERATURE

- is exposed to a variety of kinds - fictional about real characters, fictional about make-believe characters, non-fictional poetry

6. IS INTRODUCED TO DIFFERENT AUTHORS AND THEIR STYLES

- talks about books that are by the same author. How are they alike? How are they different?

II. SAMPLE LESSON TO DEVELOP ATTITUDES AND INTERESTS

If your goal is to help a child to CHOOSE BOOKS TO SATISFY HIS INTELLECTUAL CURIOSITY . . .

Have the child who worked on the "small block airport" yesterday tell the group what buildings he was constructing; elicit from group any additional information you can about airports. When the group is studying a particular interest (trains, space, insects, airports or whatever) plan to use informational books at an early (different) time of the day; for example, before work period. This is a subtle but powerful way to help children understand that the teacher uses books for different purposes. All informational books in current use may be kept in the room, away from the room library, to make it easier for children to use these books as resource material. These books form a visual bibliography. Read an airplane story; develop meaning of any new words or concepts; use pictures to help interpret meanings; relate content to experiences the children or some particular child may have had.

During work time observe to see if any information is used in a functional setting; for example . . .

- the pilots call the control tower before landing
- the pilots or the small planes check the wind sock before landing
- the mechanics check the plane before take-off
- baggage is loaded on plane
- food is brought aboard

III. WORD RECOGNITION SKILLS

Before a child can read he must be able to see differences and to hear differences. Visual and auditory discrimination skills are apparent when the baby hears or sees the rattle and distinguishes it from his spoon. When the babblings "ma,ma,ma" and "da,da,da" change to "Da, Da" for father's face and "Ma, Ma" for mother's face, the child combines recognition skills with comprehension or meaning skills. From these beginnings the child continues to develop and refine these skills which will enable him to see and hear the difference between m and d and to attach meaning to graphic symbols for mother and daddy.

The child in kindergarten will be exposed to numerous sight and sound discriminatory experiences including experiences with the letters of the alphabet.

Before a child can read "English" he needs guidance in space orientation. He must learn to work from top to bottom and left to right. The teacher will take advantage of the many opportunities each day to help the child become conscious of top to bottom and left to right orientation as she moves her hand to the top of book, bulletin board, chart holder, calendar, see-quees puzzle and goes from the left side to the right side and back to the left again.

A list of word recognition skills, activities and sample lessons will follow.

III. DESIRABLE OUTCOMES IN WORD RECOGNITION SKILLS

The teacher will plan experiences for the child to . . .

1. BE AWARE OF LEFT TO RIGHT AND TOP TO BOTTOM ORIENTATION

- point to the next day on the calendar
- count the number of weeks or days until a special day
- arrange a sequence of pictures on a bulletin board
- arrange children in a special order
- paste pictures in a scrapbook
- decorate cover of a folded card
- share his book from home
- watch the teacher point to words on the bulletin boards
- use see-queue puzzles

2. START TO BUILD A SIGHT VOCABULARY

- recognize his name and other children's names
- recognize repeated words in titles of books

Gobble, Gobble, Gobble - by Mary Ellis
Curious George Flies a Kite - by Rey
Curious George Wins a Medal - by Rey
Curious Kittens - by Peggy Irwin
Curious Little Kitten - by B. Cook

- recognizes printed words repeated on bulletin board

Going to the zoo
Como Park Zoo
Lost in the zoo

- recognizes printed words when used in meaningful setting

signs for block structures; OPEN-CLOSED
Exit and Enter signs
STOP - GO signs

3. SENSE THE VALUE OF CONTEXT CLUES

- fill in the next word or phrase of a story or poem as the teacher pauses
- tell the next anticipated incident in a story and explain why it is possible

4. BECOME AWARE OF LIKENESSES AND DIFFERENCES THROUGH AUDITORY DISCRIMINATION

- listen for sounds in and out of the room, sounds that may have been around all morning but weren't heard. Listen during quiet time and talk about them later. For example - clock, radiator, bird, car, children in the hall.
- become acquainted with the school bell system
- listen to record Muffin in the City, and Muffin in the Country, recorded from the Noisy Book by M. W. Brown
- listen for rhyming words in stories, poems, songs, fingerplays
- listen for words that begin alike; for example, Tom, Tim, Terry or ball, bat, batter
- listen for a sequence of words that begin alike and give a feeling of rhythm. (alliteration - Susie's galoshes make splishes and splashes. etc.)

5. BECOME AWARE OF LIKENESSES AND DIFFERENCES THROUGH VISUAL DISCRIMINATIONS

- discover that authors not only express their poems, stories and songs in rhythmic patterns, but also write their words in rhythmic patterns. Rhythm and intensity are shown in the way words are printed; for example, the Voom, Voom, Voom in a Dr. Seuss book, or the blankness (no print at all) on the page that tells the noise the bunny makes, or the huge black print that spells a lion's ROAR.
- distinguishes differences in forms or shapes (triangle, circle, square, diamond, oval, star, rectangle, cube, cylinder, cone, wedge)

Letter readiness (which is a part of word recognition skills) is described in more detail and will follow the sample lessons to achieve the foregoing goals.

I. SAMPLE LESSON TO ACHIEVE RECOGNITION SKILLS

If your goal is to help the child to START TO BUILD A SIGHT VOCABULARY . . .

Organize your bulletin board so children see three almost empty bulletin boards (or one board divided into three parts). On each board is a label--Zoo Animals, Farm Animals, Home Animals. Children, out of curiosity, ask about the words on the bulletin board. Someone notices that three words are just alike.

Encourage the children's questions about the bulletin board labels. At roll call time have children tell what pets they have at home. Guide discussion toward other animals by asking, "Where could you go to see many animals in one place?" Answers might be: farm, zoo, dog show, my house, dog hospital, kennel, woods. Help children make distinctions between wild and domestic animals by asking, "Where would you see wild animals that live in cages or dens? Which animals are they?"

Encourage children to think about the captions on the bulletin board by saying, "The words tell about three different groups of animals." Add a picture by each caption, for example, by "Zoo Animals" put a picture of a cage and lion, by "Farm Animals" put a barn and cow, by "Home Animals" put a house and dog.

Recall the many animal books you have read to the group. Suggest ways of classifying them. Which were farm stories, zoo stories, pet stories? Take them from the room library and place them between bookends. Add the same labels as were used on the bulletin boards.

III. SAMPLE LESSON TO ACHIEVE WORD RECOGNITION SKILLS

If your goal is to BECOME AWARE OF LIKENESSES AND DIFFERENCES
THROUGH AUDITORY DISCRIMINATIONS . . .

It is best achieved by establishing an attitude of searching,
experimenting and responding to all that is in the environment.
However, sometimes a concentrated day or unit about sounds gives a
needed emphasis, so prepare the children for a special day. "This
is our DAY OF SOUNDS. Put on your listening caps because here we go."
Some experiences during the day might be:

Use a rhythmic pattern for roll call; for example, WHERE is JOHN.
(Long, short, long.) Vary pattern, accent, degree of loudness, and
speed. Child matches his voice tone, accent, and speed of delivery
in his answer.

Play "Do as I do," clapping hands in different rhythmic patterns
and with varying intensity.

Use a rhythmic participation record. Children listen and respond
to the records with physical movements.

Have the group listen to a part of feet walking, then running, then
skipping. Use the Indian drum to pick up the rhythm; beat along with
the child's movements. When the children become aware of rhythmic
sounds in their own and other children's movements, let them listen to
new rhythm patterns played on the drum. Children respond by using their
ears to tell their feet what to do; for example . . .

slow even beat - walk	fast light beat - fairy steps
fast even beat - run	heavy slow beat - giant steps
uneven beat - skip	slow to fast - slow freight train
uneven beat - gallop	fast to faster - fast streamliner

Think about some of the sounds heard during work period. Carry
a note pad and jot down the many examples of rhythms children notice.

During the work period evaluation, let children discuss sounds or rhythms they heard or felt today; for example . . .

Whirring of eggbeater in doll house.
Steady beat of hammer at work bench.
Musical steps of child playing on the xylophone.
Tap, tap of fingers dotting the finger paint paper.
"Choo, Choo," from the small engineer as he drives his train.
Rhythmic pattern from the string of beads that is heard in the
chant: "2 squares - 1 round; 2 squares - 1 round; 2 squares -
1 round."
Ring, ring, ring of the room telephone.
Piano or bell system indicating the end of work period.

At story time read the Noisy Book by Margaret Brown.

At game time play Little Tommy Tiddlemouse. The child who has his eyes closed must identify whose voice says "It is I." Or play "Who is Ringing the Bell" (play like Dog and the Bone) - child in center has three turns to guess who was ringing his bell. Or play "Tapping the Triangle" - child who has his back turned must use his ears to count the number of times the triangle was played.

III. SAMPLE LESSON TO ACHIEVE WORD RECOGNITION SKILLS

If your goal is to help children BECOME AWARE OF LIKENESSES AND DIFFERENCES THROUGH AUDITORY DISCRIMINATION . . .

Read some of the children's favorite poems. Have children say the poems with you if they can. Then read a new poem and when you get to an obvious rhyme, stop and let children try to complete the rhyme. Explain a new rhyming game called COLORS IN RHYME. Show the children a box of crayons and then start the game.

"I'm thinking of a color
That sounds like bed
I'm thinking of a color
That must be _____. " (red)

"I'm thinking of a color
That sounds like shoe
I'm thinking of a color
That must be _____. " (blue)

Continue with other colors: sink-pink; jello-yellow; bean-green; sack-black; town-brown; day-gray.

Refer to the numerals on the flannel board and then try NUMBERS IN RHYME.

"I'm thinking of a number
That sounds like tree
I'm thinking of a number
That must be _____. " (three)

"I'm thinking of a number
That sounds like heaven
I'm thinking of a number
That must be _____. " (seven)

Children can make up other rhymes: hen-ten; fun-one; shoe-two; door-four; hive-five; sticks-six.

Cut up pictures from toy catalogue and place pictures in chart holder and try TOYS IN RHYME.

"I'm thinking of a toy
That sounds like rain
I'm thinking of the toy
That must be a _____. " (train)

"I'm thinking of a toy
That sounds like duck
I'm thinking of a toy
That must be a _____. " (truck)

Continue with other toys: fall-ball; reap-jeep; socks-blocks; far-car.

Cut and mount pictures of clothing from a catalogue and place on chart rack. The child who completes the rhyme could remove the picture.

"I'm thinking of clothing
That sounds like rocks
I'm thinking of clothing
That must be _____. " (socks)

"I'm thinking of clothing
That sounds like kittens
I'm thinking of clothing
That must be _____. " (mittens)

Continue with other wearing apparel: cat-hat; map-cap; dirt-shirt;
doves-gloves; blues-shoes; flirt-skirt; rants-pants.

Play game using pictures or objects and relate to many different categories, such as:

- *ANIMALS IN RHYME
- *FOOD IN RHYME
- *FURNITURE IN RHYME

III. SAMPLE LESSON TO ACHIEVE WORD RECOGNITION SKILLS

If your goal is to help the child BECOME AWARE OF LIKENESSES AND DIFFERENCES THROUGH VISUAL DISCRIMINATION . . .

Plan a way to capture interest of the group in a discussion of shapes, perhaps by pinning large colorful shapes on a bulletin board.

Start discussion about the circle. Have the children think of all the things in this room and in this world that are of a circular shape.

Proceed to the triangular shape. Show the musical triangle which they have identified earlier during rhythm lessons. Lead discussion with questions, such as . . .

How many sides does a triangle have?
How many wheels does a tricycle have?
What do you think tri means?
What can you think of that is shaped like a triangle?

Return to the circular shape and ask, "How many corners does a circle have?" Children may respond to this question as if they have made an interesting discovery or as if the teacher asked a ridiculous question.

Continue the discussion with a square shape. Use a yardstick to measure four sides of the square. Let the children discover that all four sides are the same.

When discussing the rectangular shape, let children discover what makes it different from a square. Use the yardstick again to show only two sides are the same length; the other two sides are either longer or shorter.

EXTENDED EXPERIENCES

Look for "real concrete" objects from home or school to add

to the bulletin board.

- a child's scarf (could be triangular, square or rectangular)
- wrapper from bubble gum - rectangular
- cover of cottage cheese box - circular
- toy money - coins are circular
- toy money - paper is rectangular etc., etc., etc.

During work period some children might use "pre-cut" shapes cut from colored construction paper to make either a picture or design. At work period evaluation time, let children tell what shapes they used for their pictures.

At rhythms or relaxing time have children use bodies or just arms to form shapes.

At game time play a game of mailman. Let mailman pass out several envelopes containing shapes. Children who receive envelopes arrange shapes into sets and "read" their mail by saying, "I received two squares, three circles, etc. The more mature child could be challenged to add the color factor. The still more mature child could show several different ways to arrange sets - either by shape, number, or color. After all children who received mail (perhaps about eight children) have had a chance to read mail to the rest of the group, then start game over. The child who received an "empty set" of shapes (an empty envelope) gets to be the new mailman!

At story time read Shapes by Miriam Schlein or The Wing on a Flea by Ed Emberly or Square as a House by Karla Kaskin.

At roll call time the next day have children respond to their name by telling of a shape in the kitchen, a shape of some food they had for breakfast, a shape in their bedroom, etc.

Use flannel board with felt shapes. Have children arrange shapes according to your directions or according to their ability to control more than one variable.

At work period again today, other children may use pre-cut shapes to make pictures and/or designs. Still another group may look for pictures in old magazines that resemble different shapes and paste in a "Shapes Scrapbook." The cover could have colorful geometric shapes or a commercial picture of shapes. The shapes might be:

circle - cookie

round - ball

triangle - piece of pie

square - box

rectangle - box

Before work period starts you may have geo-blocks inside a surprise bag. Have children use their sense of touch to guess what shape is in the bag etc.

From the preceeding illustration you can see many opportunities for teacher-pupil evaluation. In addition you could see opportunities for the teacher to adjust for individual differences. You could see there were opportunities to use more concrete and semi-concrete objects. There were opportunities to involve the sensory reaction of the child (sight, touch, taste, recalling shapes of breakfast foods) etc. The child was involved in a physical way, a verbal way, and in a way which related academic material to the real world. He was involved in a social environment where interaction was taking place, he was emotionally involved in the dramatic game "will the mailman come to my house" or maybe "I'll get the "empty set" and get to be the new mailman and wear that neat hat and carry that keen mailbag!" It goes on and on . . .

- the awareness of shapes goes on and on; most of the concrete materials will remain in the environment; the games will be played again and again (all the above adjusting to self needs)
- the interest in shapes will go on to include the cube and cylinder so often talked about in pattern construction with beads; the cylinder with peg boards, the diamond in Parquetry Blocks, the oval, star etc. in Fit-a-Space.

III. LETTER READINESS

In the initial stages of reading, a child will be focusing his attention on our code system which is composed of the alphabet. Think of the alphabet as having two major systems (capital letters and lower case) each system with 26 different identities; these "things" need to be "seen" as different identities and need a name so we can talk or think about them. In kindergarten we shall lay foundations for six levels of letter readiness. The teacher plans experiences for the child to achieve the following objectives:

The child . . .

1. DIRECT MATCHES

•matches (A to A and a to a)

2. USES LANGUAGE LABELS

•learns letter names ("G" is called "gee" and "g" is called "gee")

3. RESPONDS FROM AUDITORY TO VISUAL DISCRIMINATION

•picks out letter in response to auditory stimulus
(hand me the "D", stand on the "K")

4. RESPONDS FROM VISUAL TO AUDITORY DISCRIMINATION

•tells the letter name in response to visual stimulus (names the letters on his name card)

5. LEARNS RELATIONSHIPS

•relates capital letter to lower case (B(to b)

6. DISCOVERS AND MAKES GENERALIZATIONS

•makes discoveries - both visual and auditory
(Bill, Bob, Betsy, Betty start with the same letter) (Mary, Larry, Jerry sound and look alike at the end of the word)

CAUTION: Do not teach letter sounds in isolation. Always teach sounds in association with words.

The child will develop letter readiness by having many varied and repeated sensory experiences using concrete and semi-concrete materials in as physical a way as possible, relating to what a child already knows from his past experiences.

Because the teacher knows of the importance of a child's self-concept and his attitude toward learning, she will construct the activities so every child can respond successfully according to his limitations or potential. For example, at dismissal time the direction may be given "whoever is standing on the "K" (floor tile) may get his coat"; however, if this child doesn't respond to this direction the teacher could say, "whoever has an orange shirt, brown pants, black shoes and is standing on the "K" may get his coat."

III. SAMPLE LESSON TO ACHIEVE LETTER READINESS OBJECTIVES

If your goal is to achieve the six letter readiness skills . . .

Use name cards (at some point in time) for roll call, dismissal time, in pre-planning work period. At first hold up the name card and say, "Good Morning, Bob." Some time later, Bob can initiate the greeting when his name card is held up. Still later you can name the letters of his name, "Good Morning, B - O - B" and simultaneously place magnetic letters on the magnet board. At some point in time Bob could name the letters as you place them on the flannel board or magnet board. Still later Bob may come up and pick, from the group of name cards, all the cards that start like his name, Betsy, Betty, Bill.

Other activities with manipulative letters may occur at work time. A child who chooses this material (magnetic letters, flannel letters, alphabet printing set) may "write" (place letters in correct order) his name, or other names, or "Mom" or "Dad"; or he may use magnetic numerals for his phone number etc.

Another child may be matching the "Aa card" to the Aa on the Walk-on-Letter Line. Another child may be using the Printing Stamp Block set to make a sign for the block builders. A sign that says OPEN or CLOSED or a sign that says "Grocery Store" or "Restaurant" or "Toy Shop." Or maybe the family in the doll house, upon deciding to leave the doll house to do something else, may be encouraged to make a sign, "House For Sale."

At rhythm time you could play "Musical Alphabet" (like musical chairs) - walk in big circle to music. If, when the music stops you are not standing on an alphabet tile, then you must sit down. If there are 30 children in class, four children will miss on the first turn. Now let one child who lost, name one letter and cover that letter with tag board and masking tape. Now when the music stops only 25 children can be on an alphabet tile; again the child who lost, may name and cover another letter and the game goes on until there are two children and one letter uncovered.

At singing time sing the Alphabet Song and have a child use a pointer to identify the letters above bulletin board or have a child step on the Walk-on-Letter Line as the group sings the alphabet song. The teacher could use another song. "A you're adorable; B you're so beautiful; C you're a cutie full of charm; D you're a darling; and E you're exciting etc." While singing she could pass out letter cards.

At rest time the children could form a cluster of mats around the letter which is the first letter of their first name. They will discover that there are not many mats around X, Y, and Z. Or, how strange that Kathy is by the "K" and the other Cathy is by the "C"!

At story time let a child choose one book from the several ABC

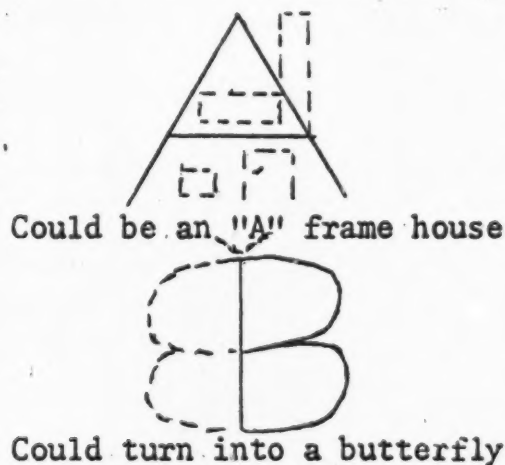
books on the bench or special spot in the room (forming a visual bibliography) to be read to the class. After the story is read once to the group, let the group read it with you the second time. Let children tell you if they have ABC books at home. Encourage each one to bring his book to school and let's compare books and find out if the last page in everyone's book has a zebra on it, or how many have a xylophone picture on the x page, how many have a picture of an apple on the first page.

Next day show the movie "Andy's Animal Alphabet." This is a delightful movie of real zoo animals. There is a real animal for each letter of the alphabet.

Introduce the ABC lotto game before work time.

Provide motivation and materials for those children who want to color pictures for their own ABC book.

Some children may want to make a design or picture around the magic purple alphabet letter in the center of the paper (see book, Harold and his Purple Crayon).



Some children may want to use felt letters on the flannel board just like you use the magnetic letters on the magnet board.

At game time play "What's Missing?" The child who is "it" may choose five alphabet letter cards to put down beside him. When he closes his eyes another child tiptoes in and takes one card. The child who is "it"

must discover which letter is missing and ask, "do you have my capital T?" (played like "Dog and the Bone")

At roll call time the next day have each child pull from the surprise bag a lower case magnetic letter. He then will place it under the magnetic capital letter which is on the magnet board. On and on it goes . . .

Many of the above materials will remain in environment and will continue to be used - each adjusting to the level of a child's readiness.

IV. STUDY SKILLS

Many desirable skills (which are not listed specifically) are the natural outcome of living and growing in the kindergarten. The child gains in eye-hand coordination as he uses material and equipment (puzzles, tinker toys, pegs, blocks, workbench, paint). He listens for longer periods of time as he matures and becomes more interested in other children and the content of the program. He learns to plan his work and work until he has finished his task. These skills become more sharply refined when and where the teacher uses each day's experiences as stepping stones for farther growth.

A list of study skills, activities, and sample lessons will follow.

IV. DESIRABLE OUTCOMES IN STUDY SKILLS

The teacher plans experiences for the child to achieve the following objectives:

The child . . .

1. SENSES THE PROBLEM

- describes the problem at evaluation time; either an individual or group problem; for example:

- why the nail stuck in work bench

- why the wood split

- why a different size paper was needed

- why the paint turned an unusual color

- why there was a quarrel

- listens to an idea presented by another child or through a story

2. GATHERS DATA THROUGH A VARIETY OF SENSORY EXPERIENCES

- concept - "Air Pushes"

- child feels air pushing his hair as the air comes out of the balloon

- child feels air pushing sides of balloon as air is pumped into balloon

- child sees pinwheel go around as air is directed toward it

- child sees tree bending as wind pushes it

- child "hears" air push as the balloon pops

- child "hears" air push as the wind howls

- concept - Spring is Here

- hears - a robin singing

- smells - tulips

- sees - green grass

- tastes - "milk" in dandelion stem
- feels - warmth of the sun
- feels - sticky bud on the apple tree
- sees - screens being put on house
- etc.

3. "READS" CALENDARS, MAPS, GLOBES, THERMOMETERS, PICTURES, GRAPHS

- develop a calendar for the month
- compare calendars for different months
- show where mercury is on the thermometer
 - in ice water
 - in hot water
 - in morning class
 - in afternoon class
- find state or country from which a new child came; to which a child is moving
- locate places where a family or members of a family travel
- locate places of interest as they develop; for example:
 - from a story - Angelo the Naughty One
(Mexico)
 - Little Toot (New York harbor)
- locate places children are aware of because of current news
- "read" simple graphs made by children

4. BECOMES ACQUAINTED WITH THE PARTS OF A BOOK; COVER, TITLE PAGE, TABLE OF CONTENTS, PAGE NUMBERS

- select a specific book by recognizing the cover
- observe the teacher using the table of contents to locate a song, poem
- find a page number for the teacher
- look for books by the same author; the same illustrator

IV. SAMPLE LESSON TO ACHIEVE STUDY SKILLS

If your goal is to help a child "READ" MAPS . . .

Interest in maps may be aroused when one child brings a road map that his family used on an automobile trip. Let the child who brought the road map tell what he knows about it.

The next day look at a road map the teacher might have brought with its bright felt-pen markings. What are some of the things a map can tell? Note the different colors and markings on the maps. Encourage discussion of . . .

places that are near and places that are far away.
lakes, rivers, mountains, oceans.
what is large (an ocean) and what is small (a lake)
directions--north, south, west, east.
highways

Encourage discussion of other kinds of maps besides the road maps; for example, maps of the world, United States, Minneapolis, Bloomington, the new freeway, our school and playground, our kindergarten room.

Reread the story of The Three Bears. Using a large flannel board, let the children place pictures or felt pieces of trees, houses, paths, etc. in a map-like arrangement of "Three Bears' Land." Let small groups rearrange "Three Bears' Land" and retell the story according to their arrangements.

- let children draw a map of something they know; for example, their homes and the sidewalk leading to school or to the bus, a make-believe story map, a picture map of a story sequence, the school room
- take a trip on a train or airplane made with blocks and chairs. The children may decide to fly to Mexico (it's so far away) to see Angelo from the book Angelo the Naughty One by Helen Garrett. Locate the departure and arrival points on a map or globe.
- take the children on a trip with you by showing pictures you have taken. Locate special places of interest on a map or globe.
- show maps in story books, such as Katy and the Big Snow by Burton or in Abraham Lincoln by d'Aulaire.

IV. SAMPLE LESSON TO ACHIEVE STUDY SKILLS

If your goal is to help a child "READ" SIMPLE GRAPHS . . .

Construct with large, hollow blocks a block tower to represent a certain size family (as a part of a unit on families).

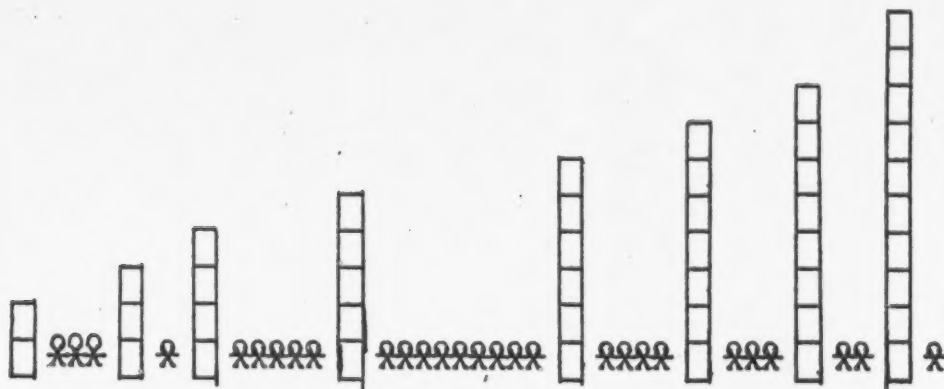
2 blocks high - 2 members in family (Mother, child)

3 blocks high - 3 members in family

4 blocks high - 4 members in family

etc.

After all the towers are built have all children line up behind the block tower which represents the number of people in each child's family. After each child is standing behind a block tower, find out which tower has the most children behind it. Count the number behind each tower and record on blackboard, flannel board.



From this graph the following questions could be answered.

1. How many children are standing by the block tower with ten blocks?

Why is "Mary" the only one by the tower with ten blocks?

2. How many children are standing by the block tower with four blocks?

Why are there five children there?

3. What can you say about the nine children standing next to this set of blocks? (block tower with five blocks) etc.
4. Which size family do the greatest number of children in our class belong to? etc.

V. ORAL EXPRESSION

Just as thinking is central to reading, thinking is central to speaking. It has been said that speech is the index of the mind. Meaningful speech is dependent upon the speaker's understandings, just as meaningful reading is dependent upon the reader's understanding. The development of meaning, understanding and concepts is discussed under COMPREHENSION SKILLS.

Speaking and listening skills are often part and parcel of activities designed to achieve other goals. For example, the sample lessons on AUDITORY DISCRIMINATIONS are also lessons which develop listening skills.

The most important requirements of a program designed to develop listening and speaking skills are time (for oral expression) and the teacher's attitude toward the worth of each individual. The teacher must show respect for the child by her behavior. She listens to what a five year old says; does not interrupt him; and adjusts expectations so they are realistic for each child. She uses praise as a tool to improve the quality of oral expression. When a child does do a good job of telling his news or story, she uses this opportunity to point out these qualities.

"He spoke so everyone could hear.
He looked right at the group.
You could tell he thought about
what he was going to say before
he began to talk."

The teacher uses her own "listening attitude" as a tool to teach listening habits. She uses facial expressions to register surprise, amusement, confusion, dismay etc. If listening is important to the teacher, the children will more likely respond in like manner

Use recognition of good listeners as a tool to build good listening habits. The child who is looking at the speaker receives a nod, a smile, or mention of the fact that he looks like he is ready to listen. The child who asks an appropriate question receives recognition as a thoughtful listener.

A list of oral expression skills, activities, and a sample lesson will follow.

V. DESIRABLE OUTCOMES IN ORAL EXPRESSION SKILLS

The teacher plans experiences for the child to . . .

1. TALK FOR DIFFERENT PURPOSES

- share news (show and tell)
- tell about his work - at evaluation time
- participate in discussions
- talk like a character from a story
- create verse for song
- dramatize telephone conversation
- pretend to talk to "the block structure grocer"
- retell a story
- tell a make-believe story

2. HEAR DIFFERENT FORMS AND STYLES OF SPEAKING

- hear and imitate the good speech patterns used by the teacher
- play language games and hear response in sentence form
- hear rhyme and rhythm of poetry
- hear the descriptive words used by an author to convey a feeling or sound
- hear children tell stories
- hear storytellers at library, or Resource Center, or on TV, on records, on sound filmstrips
- hear the teacher tell a story instead of reading a story - the rapport can be so close between storyteller and listener

V. SAMPLE LESSON IN ORAL EXPRESSION

If your goal is to have a child hear LANGUAGE IN SENTENCE FORM . . .

Structure a language lesson to help the five year old understand the need "to tell more." Even though there are many times (in conversation) when it is perfectly proper and logical to respond with a one word response, it is, however, necessary for a story teller (author) and the listener (or reader) to use (and respond to) nouns, verbs and adjectives.

Show the group five or six magazine pictures with one main character in each. Some pictures could be similar in content (this will force more descriptive language). Now mix up the pictures and explain that now they know which picture is on top but you do not know. Ask, "who would like to tell me the story of this picture and I'll try and guess which picture it is!" If the child does not use adjectives and a verb, make a ridiculous guess and immediately the children will sense the need to "tell more."

You may try this same idea in riddle games. Have several fruits and vegetables in view.

I am a fruit.
I am red and small.
I grow on a vine.
What am I? etc.

Have wild animal pictures in view.

I'm a small four-legged animal.
I look like a dog.
My front legs are longer than
my back legs.
I really can laugh.
What am I? etc.

Play a circle game of the "Missing Child and the Policeman." The mother or father who lost a child must describe their child to the policeman.

My lost boy is a blond.
He is wearing a blue checked shirt.
He has black shoes on. He has
freckles on his cheeks.

Encourage the use of a picture file which is kept in the room library. Change the pictures often. Give the children the "privilege" of being authors. They can tell their story into a tape recorder or dictate to you or to a teacher aide. Or they may take a picture home and discuss a story with their families and then come back and share the story with the class.

VI. THE KINDERGARTENER WHO CAN READ

The Bloomington kindergarten "reading" program is mainly a thinking and speaking program. Most children in kindergarten are in a pre-reading stage. However, a small percentage of five year olds are able to read. A child who reads in kindergarten will continue to read; he may choose to read a book as a choice activity any day. He will have the opportunity to share his enjoyment and/or information he received from reading just as the child who reads pictures, paints, constructs, dramatizes, colors etc. has the opportunity to share his enjoyment and information.

During the kindergarten year many children will begin to read some graphic symbols; each will take from the program what he is ready to assimilate.